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ABSTRACT

A guide for curriculum development in New York City's Spanish second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Spanish for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

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Experimental

SPANISH

COMMUNICATION AND CULTURE

CULTURALLY ORIENTED THEMATIC UNITS IN THE SECONDARY SCHOOLS

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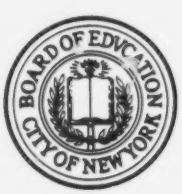

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A program of this type enlists the cooperation of hundreds of staff members in making suggestions and evaluating materials. The suggestions for revision were organized and displayed by Harold Rosenblatt, former School Research Assistant, Bureau of Curriculum Development.

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INTRODUCTION

This experimental bulletin is part of the proposed foreign language revision program. It contains six cultural theme units for Spanish Level I and the grammatical structures in Spanish for Levels I-III.

The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. Thus, the student uses the language while he is learning it.

The cultural theme unit approach is predicated upon the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the universal type that one encounters while traveling or living in a foreign country. Interlaced with each unit is the cultural content characteristic of the situation.

Each unit is to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher. The flexibility of procedure allows for adaptation to special needs, enrichment, and the utilization of student creativity.

These units will be piloted in a number of junior and senior high schools to determine to what extent they provide strong motivation for the study of a foreign language.

Situational Theme: Spanish, Level I

Theme No. 1: Mucho Gusto En Conocerle

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To acquaint the students with the cultural aspects of daily life in Spanish-speaking countries.
2. To familiarize the students with the Spanish school system and the school activities of Spanish boys and girls of their age.
3. To describe social and family relations in Spain and in other Spanish-speaking countries. Puerto Rico, Mexico, Cuba, the

Dominican Republic, South and Central America will be studied in depth in other units.

4. To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to express themselves adequately in situations related to this theme.
5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four weeks for each situational unit.

Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

1. Greetings and farewells

   The importance of physical contact in greetings and farewells. Mere words do not express a greeting or farewell for Spanish-speaking people.

   a. The handshake. People in Spanish-speaking countries usually shake hands when greeting each other. Even young children are trained to shake hands when greeting another person.

   b. El abrazo (the embrace). Men who are close friends or relatives usually embrace before shaking hands. Women also embrace but they often kiss each other's cheeks or merely touch cheeks.

   c. Gestures. The Spanish good-bye is the American come here. See Canfield for other gestures.

Green

d. Forms of address (tú, Ud.). The Spanish-speaking people distinguish when they say "you." In general, children and teen-agers use the "tú" form when they speak to each other and the usted form when they speak to an adult other than a member of the family. The tu form is used by adults when they address a child, a relative or an intimate friend. They employ the usted form when they speak to a stranger or someone whom they do not know well.

2. Family names

Example: Juan Pérez marries Maria Sánchez. Maria's married name is Señora María Sánchez de Perez. Their child, Enrique, is Enrique Pérez Sanchez.

3. Family unity

In Spain, more than in other European countries, the man is the head of the family. Women do not play as important a role in public life. Heretofore, the role of the woman has been total involvement in the home and the family. However, women's liberation is also infiltrating the Hispanic society. The Hispanic attitude toward the role and position of the woman in society is reflected in the name a woman assumes upon marriage: Maria Sánchez becomes María Sánchez de Perez.

4. The predominant religion in Spanish-speaking countries is Catholicism. Hispanic people are usually named after a saint. They therefore celebrate the feast day of the saint after whom they have been named rather than their date of birth.

5. El padrino, la madrina, los compadres. The Spanish-speaking people elect godparents when they are baptized, when they are confirmed and when they receive communion. The relationship between the parents of the child and the godparents is an important one in Hispanic life. They are known as los compadres, el compadre and la comadre.

6. Formulas for introductions.

   Quiero presentarle a _____.

   Mucho gusto en conocerle.

   El gusto es mío.

   Encantado

   A sus órdenes.

7. Courtesy

   Courtesy is evidenced among all age groups. Por favor and de nada. (Por nada, no hay de qué or Servidor de Ud. are high frequency words in Spanish.) Courtesy is also expressed by using don and doña when referring to an older person by his first name. Women are addressed as señorita when they are not known to the speaker (a saleslady), and young men are referred to as joven rather than señor. Distinction between con permiso and dispense Ud.

8. Phrases used in telephoning.

Bueno. Diga.

¿De parte de quién?

Quiero dejar un recado.

Quiero (puedo) hablar con _____.

9. Spanish hospitality.

Está Ud. en su casa. The Spanish people are very hospitable to their guests and will spare nothing to make them comfortable. They sometimes even make a gift of a treasured item if it is admired by their guest, saying: "Es suyo (suya)".

10. School system. There are both public and private schools in Spain. In both school systems the students wear uniforms, the colors of which are the school colors.

11. Dating and courting.

Modern living has affected boy-girl relationships in Spain. Generally, dating by young people of 14 or 15 is not considered "proper." However, young people over that age enjoy the same freedom that their American counterparts do. The movies, soccer, swimming and promenading are common means of entertainment for young people. The male has many ways of conveying appreciation to a lovely girl. Flirting is one such way. The "piropo" or compliment is a sweet statement that a young man says to a girl he meets on the street. Examples of typical piropos are "Adiós, guapa." "Adiós preciosa." The piropo tries to capture a character trait of the girl in a poetic or humorous manner.

"Bendito el árbol de donde sacaron la madera para hacerte tu cuna, guapa." The girl often responds: "Gracias por la flor. Mañana vengo por la maceta."

Vocabulary and Useful Expressions

la abuela
el abuelo
los abuelos
el amigo
la cuñada
el cuñado
la esposa
el esposo
la familia
la hermana
el hermano
los hermanos
la hija
el hijo
los hijos
el primo
la prima
el señor
la señora
la señorita
el joven
la joven
la sobrina
el sobrino
los sobrinos

la tía
el tío
los tíos
el padrino
la madrina
el vecino
el hombre
la mujer
la madre
la mamá
el padre
mejor
menor
mayor
rubio
moreno
el papá
los padres
la parienta
el pariente
los parientes
la muchacha
el muchacho
el nieto
la nieta

los nietos
el alumno
el estudiante
la clase
la escuela
el maestro
la maestra
el profesor
la profesora
el cuaderno
el examen
el libro
el lápiz
la lección
la palabra
la página
el papel
la pluma
la falta
la frase
la tarea
el trabajo
fácil
difícil
la pregunta

Vocabulary and Useful Expressions (Con't.)

la respuesta	decir	adivinar
la tiza	estudiar	saludar
la pizarra	llegar	conocer
el borrador	terminar	alto
guapo	comprender	bajo
bonita	responder	rico
feo	aprender	pobre
fea	leer	gordo
el asiento	escribir	delgado
el teléfono	salir (de)	nuevo
el recado	domingo	viejo
el número	lunes	joven
el mapa	martes	¡Diga!
el cuadro	miércoles	¡Bueno! (Médico)
el pupitre	jueves	con permiso
la sala de clase	americano	Dispense Ud.
contestar	español	Gracias
explicar	francés	De nada
preguntar	italiano	No hay de qué
enseñar	ruso	¡Hola!
ayudar	portugués	Por favor
visitar	chino	¿Qué tal?
entrar (en)	japonés	Bienvenido
escuchar	viernes	¡Saludos a la familia!
hablar	sábado	Ud. es muy amable

Vocabulary and Useful Expressions (Con't.)

Dónde vives?

Cuál es su dirección

Cuántos años tiene Ud.?

¿Qué edad tiene Ud.?

Encantado (a)

a su derecha

a su izquierda

¿Cómo está Ud.?

¿Cómo estás tú?

Así, así, gracias

Bien, gracias

dar la mano

dar las gracias

Buenos días

Buenas tardes

Buenas noches

Adiós

Hasta luego

¿Qué pasa?

¿Cómo se llama Ud.?

¿Cómo te llamas?

Mucho gusto

Mucho gusto en conocerle (la)

El gusto es mío

Hasta la vista

Hasta mañana

(No) muy bien, gracias

Puedo (Quiero) hablar con_____

De parte de quién

hacer el favor de + Inf.

Siéntate

Siéntese Ud.

Levántate

Levántese Ud.

¿Hay faltas (errores)?

¡Vaya (Pase) Ud. a la pizarra!

Developmental Questions

Questions	Grammatical and/or Cultural Reference
1. ¿Cómo se llama Ud.? (su padre, madre, etc.)	a. Use of cómo b. Use of subject pronouns c. Idiom: llamarse
2. ¿Conoce Ud. a mi prima Anita? (primo, hermano)	a. Verb: conocer, contrast with saber b. Use of personal a c. Possessive adjective d. Culture: la familia
3. ¿Quién es el padre de su padre? (la madre, el hermano, etc.)	a. Use of quién b. Verb: ser c. Possessive adjectives d. Use of de to indicate possession e. Culture: la familia
4. ¿Con quién vive Ud.?	a. Use of con quién b. IR verbs
5. ¿Dónde vive Ud.?	a. Use of dónde b. IR verbs
6. ¿Cuántas personas hay en su familia?	a. Use of cuántos - as b. Cardinal numbers c. Use of hay d. Possessive adjectives

7. ¿Quién es? ¿Es la madre o es la hija?	a. Use of quién es b. Use of ser c. Repetition of definite article
8. ¿Cómo es Juan?	a. Use of cómo b. Verb: ser
9. ¿Usted es el Señor Sánchez, o no? (¿No es verdad?)	a. Verb: ser b. Use of definite article before señor c. Tag questions
10. ¿Quién es su amigo favorito?	a. Verb: ser b. Use of quién c. Possessive adjectives d. Position of descriptive adjective
11. ¿Quién es su mejor amigo?	a. Verb: ser b. Use of quién c. Possessive adjectives d. mejor (as vocabulary)
12. ¿A qué hora llega Ud. a la escuela?	a. Use of a qué hora in time expressions b. Verb: llegar c. Telling time
13. ¿A qué hora sale Ud. de la escuela?	a. A qué hora in time expressions b. Use of salir de
14. ¿Qué día es hoy?	a. Use of qué b. Verb: ser c. Days of the week

Question	Grammatical and/or Cultural Reference
15. ¿Cuáles son los días de la semana?	a. Use of cuáles b. Verb: ser c. Days of the week
16. ¿Cuántos días hay en un mes? (en el mes de octubre?)	a. Use of cuántos b. Use of hay c. Cardinal numbers d. Months of the year
17. ¿En qué días no asiste Ud. a la escuela?	a. Use of qué b. Idiom: asistir a c. Days of the week d. Definite article to express on before a day of the week
18. ¿Cómo pasa Ud. los sábados?	a. Use of cómo b. AR verbs c. Days of the week d. Definite article to express on before a day of the week e. Gerund
19. ¿Es fácil o es difícil el español?	a. Verb: ser b. Use of definite article with name of language
20. ¿Cuántos alumnos hay en su clase de _____?	a. Use of cuántos b. Cardinal numbers c. Possessive adjectives d. de + noun used as adjective e. School subjects as vocabulary

21. ¿Cuántos muchachos (muchachas) hay en la clase?	a. Use of cuántos b. Use of hay c. Cardinal numbers
22. ¿Presta Ud. atención en la clase de _____?	a. Idiom: prestar atención b. de + noun used as adjective
23. ¿Cuántos cuartos hay en su casa?	a. Use of cuántos b. Cardinal number c. Possessive adjectives d. Use of hay
24. ¿En qué cuarto estudia Ud.? (mira Ud. la televisión, come Ud., recibe Ud. a sus amigos)	a. Use of qué b. AR verbs c. Rooms of the house as vocabulary
25. ¿Cuántos son seis más tres?	a. Use of cuántos b. Cardinal numbers c. Arithmetic expressions
26. ¿Cuándo vas a estudiar? (jugar, trabajar)	a. Use of cuándo b. Ir a + infinitive to express near future
27. ¿Cuántos años tiene Ud.?	a. Use of cuántos b. Idiom: tener años
28. ¿Qué edad tienes?	a. Use of qué b. Verb: tener
29. ¿De qué color es _____?	a. Use of de qué b. Verb: ser c. Colors as vocabulary
30. ¿De quién es _____?	a. Use of de quién b. Use of de for possession

Grammatical Structures

Level I has been divided into six culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the eight units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles
   a. Definite
   b. Indefinite
   c. Contractions with a and de
2. Numerals
   a. Cardinals: 1 to 20
   b. Addition and subtraction and use of cuánto
3. Nouns
   a. Gender and number
   b. Use of de for possession
   c. Use of personal a
4. Pronouns

   Subject

5. Adjectives

   a. Number and gender

   b. Agreement of adjectives such as alto, bajo, guapo, feo, etc.

   c. Possessive

6. Verbs

   a. Present tense of regular verbs such as saludar, adivinar, aprender, vivir

   b. Present tense of conocer, dar, ser, ir, tener

   c. Ir a to express near future

   d. ¿Cómo se llama Ud? ¿Cómo te llamas? Yo me llamo.

7. Interrogatives

   Such interrogatives as: cómo, quién, quiénes, cuál, cuánto, qué

8. Telling time

Suggested Procedures

1. Introduce yourself to the class.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, a family snapshot, transparencies on the overhead projector, pictures created by students.
3. Practice these words with accompanying gestures (for example, the handshake) through a chain drill in which the students introduce themselves and each other to the members of the class.
4. Give students Spanish names and have them create name tags that say: ¡Hola! Me llamo _____.

5. Games

a. Quién es?

Students bring in baby pictures of themselves. The teacher collects them and redistributes them to small groups. Individual students volunteer to identify the person in the picture.

b. Role playing

Students can role play such situations as meeting a friend, making a date, welcoming a new student.

c. ¿Dónde está la tiza (el cuaderno, el lapiz, el libro)?

A student turns his back. An object is hidden. The student must guess the location of the object by asking no more than three yes-no questions using prepositions (en, sobre, encima de, debajo de, delante de, detrás de, cerca de, lejos de, entre).

d. Bingo

Use numbers and or pictures. Students can create the boards to be used.

e. Atención (Buzz)

The teacher or pupil decide on a number. The teacher tells the children that they are to count to a certain number. Each time the selected number or multiples of that number appear, the children use a previously agreed-upon word in Spanish instead of the number.

6. Have students speak on the telephone (use of tele-trainers from the Telephone Company).

7. Have students create a family tree based on a television series, a comicstrip character or a famous person.

8. Have students dramatize a computer - arranged date. Three students enact the roles of the boy, the girl and the receptionist at the computer center. The receptionist asks the two students such questions as: ¿Cómo se llama Ud.? ¿Cuántos años tiene Ud.? ¿Es Ud. grande o pequeño (pequeña)? ¿Es Ud. rico? ¿Es Ud. simpático (simpática)? ¿Le gusta a Ud. el español? ¿Le gusta a Ud. el profesor (la profesora) de español?
   After the boy and the girl have answered all the questions, the receptionist feeds the information into an imaginary computer and announces: "Señorita, aquí tiene Ud. un buen compañero!"

9. A variation of this game, the televised "Dating Game", may also be played.

10. Ask a student to stand before the class and give a number in Spanish. He then calls on students to give the preceding number. Then another student gives a number in Spanish and calls on students to give the number that follows.

11. Record the following activities of the students: dramatization of dialogues, reading of passages, recitation of poetry and singing of songs.

Enrichment Activities

1. Have students fill out a vital statistics form that includes 1) their name, 2) the names of their parents, 3) the names of their brothers and/or sisters, 4) their address, 5) type of dwelling.
2. Show film (BAVI) ESPAÑA: LA FAMILIA MATEO DE MADRID, 2 reels, 17 minutes, color. Depicts daily activities of a Spanish family.
3. Show film (BAVI) ESPAÑA: UNA FAMILIA DE VALENCIA, 2 reels, 17 minutes, color. Depicts Spanish life and culture through family activities.
4. Show film (BAVI) LA ESCUELA (JUAN Y MARÍA SERIES), 1 reel, 11 minutes, color. Depicts interesting facets of Spanish-American school life.
5. Show other departmental films, filmstrips. Excellent commercial films can be rented for a nominal fee.
6. Teach songs. Youngsters love to sing. (It doesn't seem like work.) Teach them the following song to reinforce some basic greetings: Buenos Días (to the tune of Frère Jacques)

   Buenos días.
   ¿Cómo está?
   O, muy bien gracias
   y ¿cómo le va?

7. Tongue twisters are excellent for the development of good pronunciation.

   Si Pancha plancha con cuatro planchas,
   con cuántas planchas Pancha plancha.

8. Riddles are fun and an interesting way to build vocabulary. Students can create riddles to elicit the identification of a famous person or of animals.

Reading

It is suggested that the teacher choose from the texts he is using appropriate reading selections related to the situational themes. Appropriate readings may include dialogues, short passages, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Testing

1. Picture test (rexographed sheet, transparency projection or model).
   a. True/False
   b. ¿Qué es esto?
   c. ¿Es el profesor o el alumno?
2. Oral questions requiring oral or written answers.
3. Oral or written questions to test vocabulary.
4. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.
5. Picture Stimulus Test. Student selects a picture and prepares five written sentences to describe it.
6. Cued Response Test.
7. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Spanish, Level I

Theme No. 2: VAMOS A COMER

Rationale

It is our conviction that the study of a foreign language provides the most enloghtened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational theme. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To arouse an awareness of the similarities among people by recognizing the basic similarities in the foods they eat.

2. To eliminate food prejudices by learning about and tasting new and foreign foods.

3. To learn that differences in foods and eating customs are due to differences in culture, climate and soil. In short, this unit should lead to a keener appreciation of similarities among peoples of the world and an understanding of their differences.

4. To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to get along successfully in food related situations.

5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above-stated objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pcitures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in <u>two</u> years, as is the case in the 7th and 8th grades, then <u>eight</u> to <u>ten</u> weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in <u>three</u> years, then <u>twelve</u> to <u>fourteen</u> weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Meals in the Spanish-speaking countries

   a. El desayuno refers to a light breakfast, usually consisting of juice, bread, coffee or hot chocolate.

   b. El almuerzo refers to a full American style breakfast which might consist of juice, eggs, bacon or ham, bread, coffee or hot chocolate. This meal might be compared to the American "brunch" type meal.

   c. La comida refers to the main meal of the day. It is usually eaten in the early afternoon. A typical menu might include soup or rice, the main dish (meat, etc.), vegetables, salad, dessert. Wine usually accompanies this meal in Spain.

   d. La merienda is a light snack that is taken in the early evening.

   e. La cena refers to supper. This meal is usually served very late, about ten o'clock at night. It may be a light or a heavy meal depending upon the person's appetite.

2. Meal times

The Hispanic peoples do not follow the same time schedule as the Americans do for their meals. The principal meal of the day, la comida, is a slowly eaten meal and therefore there is usuallp an extended "lunch hour" in Spanish speaking countries. Before the sizes of the cities grew, this meal was traditionally eaten at home, the entire family together. Many shops and offices closed during "la hora de la comida."

3. Eating styles. Example:

En México, la tortilla se come en casi todas las comidas y muchas veces se usa la tortilla como instrumento para llevar la comida a la boca.

En España, la tortilla es totalmente diferente a la tortilla mexicana. Se hace la tortilla española con huevos y muchas otras cosas como champiñones, gambas, patatas y un poco de cebolla.

4. Typical Foods

a. España: paella, arroz con pollo, gazpacho, tortilla, churros, flan, natilla, etc.

b. Puerto Rico: pasteles, tostones, guineo, lechón, arroz con habichuelas, aguacate, asopao, etc.

c. México: taco, enchilada, tortilla, frijoles, tamales, chile, etc.

The study of typical foods in Spanish-speaking countries should also include the foods of Cuba, the Dominican Republic and Central and South America.

d. The Spanish equivalent of the New England boiled dinner is the cocido. This dish is made of meat, vegetables, garbanzos (chick peas) and salchicha (sausage) added to give it that special Spanish flavor.

e. The Valencian paella (paella valenciana) is made of rice with a large variety of shellfish and meat, all blended with garlic, onion, olive oil and saffron.

f. Tortillas (Mexican style) are ground corn paste patted into thin cakes. Eaten alone they take the place of bread. However, used with many different sauces, they provide a wide variety of tasty dishes.

g. Tacos are rolled tortillas stuffed with meat, cheese, chicken, beans, chile peppers, or some other filling and roasted.

h. Tamales are made of corn dough filled with a mixture of meat flavored with chili and steamed in banana leaves or corn husks.

i. The dishes of Spain are not highly seasoned or spicy as are those of Mexico.

5. Familiar words with foreign derivations. Examples:

a. La palabra "barbecue" se deriva de la palabra india "barbacoa". "Barbacoa" significa "carne cocida en una parrilla al aire libre".

b. The fruit of the chocolate tree or cacao as it is known in tropical countries, gives us a seed or large brown bean which is dried, crushed and made into cocoa, chocolate candy or flavoring. The Aztecs used the cacao beans as money. They also made a delicious drink from the roasted bean. This they called chocolatl, from which we derive the word chocolate.

6. Units of measure

The Spanish-speaking countries use the Metric system in measuring and weighing. Milk is bought by the liter (a liter is slightly larger than a quart); fruit, meat, etc. are bought by the kilogram (there are 2.2 pounds in a kilogram); distance is measured in kilometers (one kilometer equals 0.62137 mile); and height and length is measured in meters a meter is a little more than a yard).

7. Beverages

a. In Spain wine is a staple at the table at la comida and la cena. Famous Spanish wines include jerez (sherry) and vino tinto (red wine). A favorite wine drink is sangría which is made of red or white wine, fruits such as oranges and lemons, club soda and sugar. Sangría is also very popular in the United States today.

b. Café con leche

The Hispanic people usually have café con leche at their morning meal. The coffee used is very strong and therefore a small amount is poured into the glass or very large cup in which it is traditionally served. Hot milk and sugar are then added to the coffee.

c. Chocolate caliente

Another popular beverage at the morning meal or at the merienda is hot chocolate. It is usually thicker, darker and sweeter than the hot chocolate or cocoa that we use in the United States.

Vocabulary and Useful Expressions

el desayuno
el almuerzo
la comida
la merienda
la cena

comer
cenar
tomar el desayuno
beber

el cubierto
la cuchara
la cucharita
el tenedor
el cuchillo
el plato
la taza
el vaso
la servilleta
el mantel
la mesa
la silla

a la izquierda
a la derecha
en medio
entre

poner la mesa
quitar la mesa

el agua
el chocolate
el café
el té
la leche
la crema
el refresco
la gaseosa
la cerveza
el vino
el jugo de naranja
el jugo de toronja

el pan
el pan tostado
la mantequilla
el azúcar
la sal
la pimienta
el cereal
el huevo
el bollo
la tortilla
el emparedado
el bocadillo

el restaurante
la cafetería
el café
el menú
la cuenta
el camarero
el mozo
la propina
el comedor
la cocina

desear
pagar
dejar
servir
tomar
pedir
responder
decir
preferir
lavar
secar

las legumbres
las verduras
las papas fritas
el puré de patatas
el arroz
los guisantes
las judías verdes
el maíz

la cebolla
el tomate
la lechuga
la ensalada

la sopa
la carne
el pollo
los mariscos
el biftec
el pescado
el jamón
el tocino
la salchicha
la hamburguesa
la ternera
el cordero

la fruta
el melón
la manzana
la naranja
la pera
la banana
el plátano
la cereza
las uvas
la piña
el limón

el queso

el postre
el flan
la torta
el helado
el mantecado
la natilla

un kilo
medio kilo
el gramo
un litro
la docena
la libra
la botella
la lata

pesar

bueno
rico
malo
limpio
sucio
más

tener hambre
tener sed

Deme (el menú).
Tráigame (la cuenta).
Quiero (un vaso de agua).
Prefiero (té).
por favor
gracias
de nada
¿Hay?
¿Qué otra cosa hay?
¿Qué desea Vd. tomar?
Quiero más (agua).
Necesito (un tenedor) limpio.
(El cuchillo) está sucio.
¿Pago al camarero o en la caja?
¿Cuánto dejo de propina?
¿Toma Vd. café con leche o café solo?

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. ¿Qué desea Vd. comer? (tomar, de postre, etc.)	a) -ar verbs b) Interrogative qué
2. ¿Cuánto vale (cuesta) ---?	a) Interrogative cuánto b) Idiom: ¿Cuánto vale?
3. ¿Qué toma Vd. para el desayuno? (la comida, la merienda, etc.)	a) -ar verbs b) Distinction between Hispanic and American type breakfast c) Concent of Hispanic la comida
4. ¿A qué hora toma Vd. el desayuno? (el almuerzo, la cena, etc.)	a) -ar verbs b) Expressions of time c) Concept of Hispanic meal hours
5. ¿Dónde come Vd.?	a) Interrogative dónde b) -er verbs
6. ¿En qué cuarto come Vd.?	a) -er verbs b) Contrast specific and daily use of dining room for meals as opposed to eating in the kitchen.
7. ¿Quién prepara la comida en su casa?	a) -ar verbs b) Possessive adjectives
8. ¿Con quién come Vd.?	a) Interrogative con quién b) -er verbs c) Concept of Hispanic people making every effort to eat the principal meal together.
9. ¿Quién lava los platos? (seca)	a) Interrogative quién b) -ar verbs
10. ¿Cuántos platos hay en la mesa?	a) hay b) Interrogative cuántos c) Concept of Hispanic people not eating all foods from the same plate.

DEVELOPMENTAL QUESTIONS (cont'd)

Question	Grammatical and/or Cultural References
11. ¿Con quiénes toma Vd. el almuerzo los días de clase, con la familia o con los amigos?	a) Interrogative con quiénes b) -ar verbs c) Concept of school schedule in Hispanic countries that usually permits students to return home for la comida.
12. ¿Quiere Vd. ver el menú?	a) Verb querer
13. ¿Quién sirve la comida en un restaurante?	a) Verb servir
14. ¿Dónde pago la cuenta?	a) Interrogative dónde b) -ar verbs
15. ¿Qué deja Vd. al camarero en el restaurante?	a) -ar verbs b) Contraction al c) Personal a
16. ¿Cuánto pesa la carne? (el pollo, la fruta, etc)	a) -ar verbs b) Explanation of Metric system of weights
17. ¿Cuántas libras (cuántos kilos) desea Vd.?	a) Interrogative cuántos b) Concept of weights and measurements used in Hispanic countries, i.e. metro, kilogramo, etc.
18. ¿Cuántos gramos hay en un kilo?	a) hay b) Units of measure c) Numbers
19. Si el camarero dice "gracias", ¿qué responde Vd.?	a) Verb decir b) -er verbs c) Formulas of courtesy
20. ¿Cómo está la sopa? (to elicit buena, rica, caliente, etc)	a) Use of estar b) Interrogative cómo
21. ¿Cuál es tu plato favorito?	a) Verb ser b) Possessive adjectives
22. ¿Quién pone la mesa en su casa?	a) Idiom: poner la mesa b) Possessive adjectives

DEVELOPMENTAL QUESTIONS (cont'd)

Question	Grammatical and/or Cultural References
23. ¿Qué necesitamos para poner la mesa?	a) -ar verbs b) para + infinitive c) Idiom: poner la mesa
24. ¿Cuál te gusta más, el café con leche o el chocolate caliente?	a) Interrogative cuál b) gustar c) Adverb más

NOTA BENE

In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time.

When you encounter these structures in the Developmental Questions, please note that they are to be taught in context only and only as needed in the particular situation. They will be thoroughly treated at the appropriate time.

GRAMMATICAL STRUCTURES

Level I has been divided into six culturally oriented units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles

   a) Definite and indefinite articles, singular and plural

   b) Contractions with a and de

2. Numerals

   a) Cardinal numbers 1 - 1,000
   b) Use of uno (¿Quieres un helado? Sí, quiero uno.)

3. Nouns

   a) Number and gender
   b) Used as adjectives with de (i.e. una tortilla de gambas)

4. Adjectives

   a) Number and gender
   b) Agreement
   c) Position following the noun
   d) Limiting adjectives (numbers, otro, mucho, poco)
   e) Exclamatory qué
   f) Possessive adjectives (mi, tu, su, etc.)

5. Interrogatives

   dónde, a dónde, cuánto, qué, cuál, quién, de qué, por qué, cuándo, cómo

6. Verb Structures

   a) Present tense of regular verbs in three conjugations
   b) Present tense of irregular verbs: estar, hacer, ir, querer, tener, ver, dar, salir, traer
   c) Use of ser and estar
   d) Use of hay
   e) Complementary infinitive with desear, querer, necesitar, preferir
   f) Ir a to express near future
   g) Para + infinitive in response to ¿para qué?
   h) ¿Te gusta(n)? ¿Le gusta(n) a Vd.? Me gusta(n), followed by a noun or infinitive
   i) Stem-changing verbs preferir, costar, servir, pedir

7. Adverbs

   a) más, menos

8. Pronouns

   a) Indirect object pronouns used in expressions with gustar

READING

It is suggested that the teacher choose from the texts he is using appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Review colors, size and numbers.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, the actual object, plastic models, transparencies on the overhead projector, pictures created by students, sketches drawn by the teacher on the board.
3. Practice these words through a chain drill in which the students ask questions of each other using a representation of the object as the cued response.
4. Games

    a) Bingo game using pictures of foods
    b) Riddles prepared by the students to describe objects
    c) Role-playing: Students can role-play the object which their classmates will then try to identify.
    d) ¡Buen Apetito! Card game available from Gessler Publishing Company, useful for teaching the names of dishes. Class may be divided into several small groups.
    e) Scrambled words: May be a team or individual game. On the overhead projector, reveal a common food with the letters scrambled. The first student to unscramble the letters and correctly name the food scores a point.

5. Have students describe a picture of a table scene or a restaurant scene.
6. Create a restaurant scene or a family dinner scene and have the students play the different roles.
7. Have students dramatize various situations using as many words and expressions as possible.
8. Create a food market in which the students role-play the seller and the buyer.
9. Have students post the school cafeteria menu in Spanish.
10. Give simple descriptions in Spanish of the foods mentioned. These may be given for oral comprehension practice or in writing for reading comprehension practice.
11. Record the following activities of the students (using a reel to reel tape recorder, a cassette recorder or the language laboratory): dramatizations of dialogues, reading of passages, recitation of poetry, singing of songs.

SUGGESTED PROCEDURES (cont'd)

12. Como ponemos la mesa.

Have students prepare visuals of all the items used when setting a table. Test students' knowledge of where each item belongs in the place setting.

Teacher: ¿Dónde ponemos el tenedor?

Student: Ponemos el tenedor a la izquierda. (Student places the picture on a magnetic board, felt board, or tapes it to the chalkboard).

ENRICHMENT ACTIVITIES

1. Have students create restaurant menus.

2. Decorate a part of the classroom to look like an Hispanic restaurant.

3. Take the class on a trip to a Spanish restaurant.

4. Show the following films which are available from BAVI. These films can be used with or without the sound track.

   a) DE COMPRAS (JUAN Y MARIA SERIES) in color, 11 minutes. Shopping in a department store and a visit to a modern market for meat, vegetables and fruit.

   b) EN CASA (JUAN Y MARIA SERIES) in color, 11 minutes. Teenage brother and sister enjoying breakfast with their parents. Includes tour of the home.

   c) LA COMIDA (JUAN Y MARIA SERIES) in color, 11 minutes. Shows place-settings and items found at the Gomez family's dining table. Accompanies family to its favorite restaurant where typical Spanish-American dishes are seen.

5. Show other departmental films, filmstrips, pictures, etc.

6. Use the Home Economics Department or the school cafeteria in your school as a resource.

7. Use a Home Economics room to prepare native dishes, such as: tacos, enchiladas, churros, etc.

8. Teach simple poems and songs related to the theme.

ENRICHMENT ACTIVITIES (cont'd)

9. Discuss with students the cultural implications of the following proverbs and sayings:

   a) Barriga llena, corazón contento.

   b) Me gustan las cosas claras y el chocolate espeso.

   c) Agua que no has de beber, déjala correr.

10. Have students create a cookbook in Spanish based on their own recipes.

TESTING

1. Picture test (rexographed sheet, transparency projection or model)

   a) True/False
   b) ¿Qué es esto?
   c) ¿Es el plato o es el tenedor?

2. Oral questions requiring oral or written answers.

3. Oral or written questions to test vocabulary: ¿Toma Vd. el café con un tenedor o con una cucharita?

4. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.

5. Picture Stimulus Test. Student selects a picture and prepares five written or oral sentences to describe it.

6. Cued Response Test.

7. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions and answers, synonyms and antonyms, etc.

SITUATIONAL THEME: SPANISH, LEVEL I

THEME NO. 3: UN PASEO POR LA CIUDAD

RATIONALE

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

INTRODUCTION

These suggestions are designed to explore a meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

BASIC OBJECTIVES OF THIS UNIT

1. To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to get around successfully in a Spanish-speaking city.
2. To acquaint the students with the various modes of local transportation in a typical Spanish city to contrast them with those in New York City.

3. To familiarize the students with important places of interest in Madrid and to compare them with places of interest here in New York.

4. To teach and provide practice in the uses of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and abilities of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions. The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then 8 weeks should be the appropriate time span.

In the Intermediate schools, where Level I is covered in three years, then 12 weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. Items presented in the foreign language are samples of actual presentations which the teacher can make to a level I Spanish class. The suggested topics to be treated in this unit are:

1. MEDIOS DE TRANSPORTE

   Inexpensive modes of transportation are readily available in Spain.

   People line up for a seat on the intra-city vehicles; politely surrender a taxi to another, when the driver or client claims

priority.

Each metro station lists in correct order the remaining stops on the línea and notes transfer points (which are all free of charge) to other líneas.

At each stop of the autobús, a metal placard shows the route and destination of the line.

In Madrid, officially registered taxis are black with a red stripe on the side of the car. These taxis are required by law to have meters. All other "taxis" are really only chauffeur driven cars which charge exorbitant rates.

a. el autobús - a veces el único medio de transporte (sobre todo en sitios rurales si no se usa ni el burro ni el caballo). Los pasajeros entran en los autobuses por la puerta de atras y bajan por la puerta de adelante.
   1) En México no se dice autobús, sino "camión".
   2) En Chile el autobús es un "micro".
   3) En Colombia, es un "bus".
   4) En Puerto Rico y Cuba es "una guagua".

b. el ferrocarril - trenes de primera y segunda clase.

c. el tranvía eléctrico - con el autobus, el medio de transporte más usado.

d. el metro - se halla en algunas de las ciudades grande como Madrid, Barcelona y la Ciudad de México.

e. el taxi - Hay distintos precios en España. Se paga según la raya (o roja o amarilla) pintada en el taxi.

f. el coche particular - SEAT (FIAT) son marcas populares.

g. la bicicleta, la motocicleta, la motoneta.

h. líneas aéreas - Iberia es la línea aérea de España.

2. SEÑALES DE TRANSITO

Alto	: Stop	Cruce de Escolares	:School Crossing
Siga	: Go	Trabajadores	:Men Working
Peligro	: Danger	Se Prohibe Estacionarse	:No Parking
Curva	: Curve	Cede el Paso	:Yield Right of Way
Pase	: Walk	Vía Unica	:One Way
Alto	: Don't Walk	Peatones	:Pedestrians

El "semáforo" is the traffic light.

3. Public Squares

la plaza, la glorieta, las flores, la fuente

4. The Water Vendor (El Aguador)

A rather familiar figure in Spain is the water vendor. Drinks of cold water from a large water jug called a botijo are sold for a few pesetas. The botijo is made of clay and has two openings - one used to fill the jug and one from which you drink. It is quite difficult for an inexperienced foreigner to drink water (or wine) from the botijo without wetting his face and clothing.

5. Kiosks

There are numerous small booths in the streets of Madrid, called kioscos, specializing in repairs. Some repair pens and watches; others, wallets, straps and pocketbooks (not shoes); still others, ladies stockings. In other kiosks, tickets for the Lotería, either national or local, are sold. The proceeds are used for various forms of welfare.

6. MADRID: POINTS OF INTEREST

Capital city located approximately in the center of Spain. La Puerta del Sol is the most important square in Madrid. It is from this square that many buses and the subway take the people of Madrid to other parts of the city. There is a mark in the square indicating the exact center of Spain. La Calle de Alcalá is the longest street in Madrid. Other important streets are:

El Paseo del Prado, which leads to the famous Prado Museum which houses Velazquez' magnificent painting, "Las Meninas". On the Paseo del Prado there is a monument commemorating "El Dos de Mayo", the day in 1808 when French soldiers invaded Spain. Thus began the War of Independence which ended in 1814.

La Avenida José Antonio is popularly known as the Gran Vía. On it are found many movie houses, restaurants, hotels, sidewalk cafes and elegant shops. The madrileños enjoy walking along the street and sitting in the many sidewalk cafes.

La Calle de Preciados is another famous street of Madrid. On it is found a famous shop: Galerías Preciados.

El Parque del Buen Retiro, a popular and beautiful park, is the main park in Madrid. It is usually called el Retiro.

El Rastro is a flea market where new and used merchandise is available. Vigorous bargaining is the usual mode of doing business.

La Plaza de Toros is the place where on Sunday afternoons thousands of Spaniards and tourists attend the bull fight.

Old Madrid is the heart of the original city and capital. The street signs give the names and contain a pictorial representation of them. This pictorial representation dates back to the period of analphabetism. Here one can visit the basement-like caves and the original home of the famous 17th century playwright, Lope de Vega.

El Palacio Real, The Royal Palace, is a richly decorated palace containing objets d'art, treasures and mementos of Spanish royalty, including such notables as Carlos V, María Josefa, etc.

El Corte Inglés and Galerías Preciados are the largest department stores. They are similar to Macy's or Alexander's.

El Escorial was built by Felipe II. This enormous structure houses a palace, mausoleum, monastery and church. It is located about 49 kilometers from Madrid.

El Valle de los Caídos is a monument erected in 1959 to pay

homage to the victims of the Spanish Civil War (1936-1939).

It is located near El Escorial.

VOCABULARY AND USEFUL EXPRESSIONS

bajar	la ciudad
el viaje	el camino
el billete	la calle
(de ida y vuelta o sencillo)	la avenida
el boleto	el paseo
barato	la plaza
caro	la manzana (block)
la ficha	la cuadra
la correspondencia	la esquina
el pase	el mapa
el autobús	el plano de la ciudad
la guagua	la dirección
el tranvía	las señas
hacer cola	el semáforo
el tren	el peatón
el ferrocarril	al la izquierda
la estación	a la derecha
la parada	dar una vuelta
la entrada	dar un paseo
la salida	(a caballo, a pie, en automóvil)
la bicicleta	cruzar

la camioneta

el automóvil

el coche

el carro

el taxi

el chófer

la llanta

la rueda

el subterráneo

el metro

el asiento

el ruido

cómodo

lento

despacio

rápido

lleno

vacío

de la mañana

de la noche

de la tarde

poco a poco

por la mañana

(la tarde, etc.)

todos los días

vivir

pasar

caminar

andar

ir

por todas partes

pocas veces

el edificio

el hotel

el hostal

la residencia

el parque

la biblioteca

el museo

el palacio

visitar

en casa

conducir

correr

costar

entrar

esperar

estar de pie

ir a casa

ir a pie

llegar

parar

regresar

salir

subir

tener una llanta
reventada

tomar

viajar

volver

coger

allí

aquí

cerca de

debajo de

delante (de)

detrás (de)

lejos (de)

dónde

hacia

en

abajo

arriba

entre

sobre

¡Sí, cómo no!

¡No me digas!

DEVELOPMENTAL QUESTIONS

Question	
1. ¿Como viene Ud. a la escuela?	a) Venir - presente irregular
2. ¿Cuál es el número del autobús?	a) Repaso de números
	b) Vocabulario de medios de transporte
	c) Cuál - interrogativo

3. ¿En qué calle está su casa?	a) Estar - conjugación, uso con lugar b) La calle, la avenida c) Repaso de en qué
4. ¿A qué hora toma Ud. el autobús?...llega el autobús?	a) Repaso de la hora b) Repaso de los verbos en AR
5. ¿Le gusta ir a pie en bicicleta?	a) Repaso de gustar: Le gusta b) Modismos: ir a pie, en bicicleta, etc.
6. ¿Cuánto cuesta un billette o ficha para el autobús?	a) Repaso de costar - Conjugación irregular b) Vocabulario: el billete, la ficha, etc.
7. ¿Por qué no le gusta el metro?	a) Por qué - interrogativo b) Repaso de gustar c) Negativo - Posición de no
8. ¿Le gusta estar de pie en el autobús?	a) Repaso de gustar - le gusta + infinitivo b) Estar de pie - modismo
9. ¿Cuándo es mejor viajar?	a) Mejor, peor: comparativo de bien/mal b) Uso de ser c) Repaso de cuándo - interrogativo

10. ¿Toma Ud. un taxi para ir a casa?	Para + infinitivo
11. ¿Dónde puedo coger el autobús número doce?	a) Dónde - interrogativo b) Poder - conjugación + infinitivo
12. ¿Está lejos o cerca de aquí?	a) Contraste de "lejos de" y "cerca de" b) Contraste de allí y aquí c) Uso de estar
13. ¿Dónde subo al autobús?	a) Subir - repaso de la 3ª conjugación b) Subir a - uso de "a" con verbos de movimento c) Al = a + el
14. ¿Dónde bajo para ir al Museo del Prado?	a) Contraste de subir y bajar b) Ir a, para + infinitivo c) Del = de + el

GRAMMATICAL STRUCTURES

Level I has been divided into eight culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of eight units.

The list of structures is not a sine qua non. The teacher

should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles
   a) Use and omission with titles
   b) Use with nouns such as: la calle 42, la escuela superior
2. Adjectives
   a) Review agreement of adjectives
   b) Review common limiting adjectives such as otro, mucho, poco mismo, todo, bastante, demasiado (Review from Unit No. 2)
3. Interrogatives
   Review: cómo, cuándo, dónde, adónde, por qué, cuál, quién, cuánto, qué
4. Negatives
   a) Placement of no
   b) Distinction between no meaning "no" and "not": No, yo no voy.
5. Verbs
   a) Review present tense of regular verbs
   b) Present tense of ir, salir, volver, empezar, costar, querer

c) Review complementary infinitive (with poder, querer, etc.)

d) Review: ¿Le gusta a Ud? Me gusta(n) followed by noun and infinitive.

6. Numerals

Review cardinals 1 to 100

7. Telling time

Review time.

READING

It is suggested that the teacher choose from the text he is using appropriate dialogues and reading selections relating to the situational theme. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Ask students to tell how they get to school.
2. Ask students to dramatize asking for directions and giving the answers. (Gouín Series) Doble a la derecha, cruce la calle, párese aquí, siga derecho, derecho.
3. Show pictures of various modes of transportation and ask students to tell the advantages (rápido, cómodo, barato, etc.) and disadvantages (caro, no hay asientos, etc.) of each.
4. Play the Spanish version of "Mille Bornes".

5. Ask the students to give the location (cerca de, lejos de, a la esquina de, al centro de la ciudad) of various places of interest.
6. Using a reel to reel tape recorder, a cassette recorder or the language laboratory, make recordings of the following activities of the students: dramatizations of dialogues, reading of passages, recitations of poetry and singing of songs.
7. Review the 24 hour clock.
8. Post street signs of some of the major streets of Madrid.
9. Give students an unmarked map of Madrid and have them fill in the names of the most important monuments, avenues, squares, etc.
10. Have students act as guides on a bus tour and point out major points of interest to a group of tourists.

ENRICHMENT ACTIVITIES

1. Take the students to museums, the Spanish Embassy and the U.N.
2. Show film (BAVI), LA VIDA URBANA, 1 reel, 10 minutes, in color. Views of Mexico City streets, etc.
3. Show film (BAVI), MEXICO Y SUS CONTORNOS, 2 reels, 20 minutes, in color. Views of Mexico City and important buildings.
4. Show film (BAVI), VISILUMBRES DE MADRID Y TOLEDO, 2 reels, 17 minutes, in color. Physical and artistic aspects of two Castilian cities.

5. Show film (BAVI), VISITEMOS A PUERTO RICO, 2 reels, 17 minutes, in color. Shows influence of old Spanish culture on major cities.
6. Teachers who have traveled to Spain should show any slides or movies they have of Madrid and of any other cities visited.
7. Make a bulletin board of pictures of Madrid and other cities of Spain.
8. Using large cardboard cartons, have students construct a kiosk. Post announcements of school events, news articles, etc.
9. Saying: "Poco a poco se va lejos".
10. Trabalengua: "rr"

"erre con erre, cigarro
erre con erre, barril
rápido corren los carros
por la línea del ferrocarril

TESTING

1. Picture test (rexographed sheet, transparency projection or model)
   a) Cierto o Falso
   b) ¿Qué es esto?
   c) ¿Se puede estacionar aquí o no?
2. Oral questions requiring oral answers.

3. Oral questions requiring written answers.

4. Oral or written questions to test vocabulary:

   Cuando se ve el señal, "Alto", ¿se para o se va?

5. The teacher or a student reads a line of a dialogue and students give the appropriate oral or written rejoinders.

6. Picture Stimulus Test. Students select pictures and prepare written sentences to describe them.

7. Cued Response Test.

8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Spanish Level I

Theme No. 4 ¡Te queda bien!

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to make a variety of purchases with ease.

   a. To acquaint students with the various types of stores.

   b. To enable the students to handle monetary transactions.

   c. To acquaint students with the different systems of designating clothing sizes.

   d. To equip students with the necessary vocabulary to discuss the similarities and differences in dress and hairstyles appropriate to various social occasions.

2. To teach and provide practice in the use of such grammatical situations as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. Forexample: students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. The peseta is the monetary unit of Spain. (The monetary units of other Spanish-speaking countries may also be explored: Mexico - peso; Venezuela - bolívar; Puerto Rico - dólar, etc.). Although the current rate of exchange fluctuates, there are approximately sixty pesetas to the dollar. Purchases have traditionally been paid al contado (in cash) but credit cards are becoming opular in Spain.

2. To make a telephone call from a public telephone, it is necessary to purchase a token (una ficha).

3. The Spaniards traditionally shop for food in the mercado. There are also small grocery stores, tiendas de comestibles. The supermercado is also a part of modern day Spain. Food is usually bought fresh each day. Canned food and frozen food are more expensive. Frozen food is still very limited in Spain today.

4. The small specialty shops or "boutiques", borrowed from the French, are very prevalent in Spain. However, large department stores are popular in Spain. The most famous are Galerías Preciados and El Corte Inglés. These stores also have sucursales (branches) in other cities.

5. Food is usually bought daily in small specialty shops such as la carnicería, la panadería, la frutería.

6. In Spain the floor above the ground floor (planta baja) is the first floor (primer piso). Thus, the third floor in New York is the segundo piso in Spain.

7. Spain is an emerging country in the fashion world. Many fine quality articles of clothing are made in Spain and sold widely in the United States. Leather items, shoes and suede or leather jackets and coats, are among Spain's most important exports in fashion. Oscar de la Renta is a Spanish fashion designer who is well known in the United States.

8. The difference between American sizes and Spanish sizes (talla, número) should be explained.

LAS TALLAS Y LOS NUMEROS

(a) Señoras

1. Abrigos y vestidos

Estados Unidos	8	10	12	14	16	18	20
España	38	40	42	44	46	48	50

2. Zapatos

Estados Unidos	4	5	6	7	8	9
España	35	36	37	38	39	40

3. Blusas, Suéteres y combinaciones

Estados Unidos	32	34	36	38	40	42
España	38	40	42	44	46	48

(b) Señores

1. Sobretodos y trajes compdetos

Estados Unidos	36	38	40	42	44	46
España	46	48	51	54	56	59

2. Zapatos y Zapatillas

Estados Unidos	8	8½	9½	10	10½
España	41	42	43	44	45

3. Camisas

Estados Unidos	14½	15	15½	16	16½
España	37	38	39	40	41

9. Politeness and formality characterize the cliente-dependiente (customer-salesman) relationship.

10. In Spain, many stores and offices may close for lunch from two to four o'clock. This time is made up by staying open later in the evening.

11. As a rule, men go to la peluquería (barber shop) for a haircut (corte de pelo) and women go to the salón de belleza.

VOCABULARY AND USEFUL EXPRESSIONS

la ropa
el traje
el abrigo
el sobretodo
el impermeable
los patalones
el chaleco
el vestido
la blusa
la corbata
el suéter
la chaqueta
la falda
el cinturón
el botón
la manga
el cuello
el bolsillo
la lana
el algodón
el nilón
la seda
el oro
la plata
los guantes
los anteojos
las gafas
los zapatos
la ropa interior
los calcetines
las botas
las pantuflas
el cuero
las sandalias
las medias
la cartera
la bolsa
la gorra
el sombrero
la joya
los aretes
el bracelete
el collar
la peluquería
el banco
la tienda
el escaparate
el precio
la caja
la moneda
el dinero

la peseta
el centavo
el peso
el cheque
el vendedor
el cliente
el piso
la planta baja
el ascensor
la escalera (eléctrica)
el centro
la entrada
la salida

empujar
tirar
llevar
probar
ponerse
atar
comprar
pagar
costar
vender
buscar
encontrar
hallar
decidir
odiar
escoger
mirar

bonito, -a
feo, -a
estar de moda
caro, -a
barato, -a
la ganga
largo, -a
otro, -a
nuevo, -a
viejo, -a
todo, -a
un poco de
mucho, -a
demasiado

¿En qué puedo servirle a Vd.?
¿Quisiera ...
ir de compras
se prohibe fumar
Favor de no tocar.
quedarle bien a alguien

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. ¿De qué color es la corbata de Pablo?	a) Colors - placement, agreement Shades - light, dark b) Use of interrogative de qué c) Ser d) De with possessives
2. ¿Cuánto cuesta ...? ¿Cuánto vale ...? ¿Cuál es el precio de ...?	a) Use of cuánto b) Cardinal numbers 1-1000 c) Value of peseta d) Use of del, de la, de, etc.
3. ¿Qué lleva Vd. cuando llueve?	a) Use of qué b) Articles of clothing c) AR verbs d) Weather expressions
4. ¿Qué vino prefiere Vd., el blanco o el tinto? ¿Qué falda le gusta más, la roja o la azul?	a) Use of qué b) Stem changing verb preferir c) Expression gustar más d) Colors, agreement, placement
5. Aquí tiene los zapatos pardos. ¿Le gustan?	a) gustar b) Position of adjectives c) Agreement of adjectives d) Colors
6. ¿Usa Vd. anteojos para leer el periódico?	a) Use of para + infinitive b) AR verbs
7. ¿Desea (necesita) Vd. algo en la carnicería? ... en la tienda de comestibles?	a) Discuss different types of shops b) AR verbs
8. Para ir de la planta baja al segundo piso uno usa ...	a) Ordinal numbers b) Discuss planta baja c) Use of uno
9. ¿Lleva Vd. guantes de lana o de piel?	a) Fabrics - with de b) AR verbs
10. ¿Me queda bien este traje? ¿Me queda mejor este traje?	a) quedarle b) Adverbs, bien and mal c) Demonstrative adjectives d) Comparatives - mejor and peor
11. Esto es una ganga, ¿verdad?	a) Use of esto b) Tag question ¿verdad?
12. ¿Compramos el pan en la carnicería?	a) AR verbs b) Vocabulary - names of shops and articles sold in them

13. ¿Va Vd. de compras a Galerías Preciados?	a) Verb ir b) Idiom ir de compras c) Discuss Spanish department stores
14. ¿Qué compra Vd. en el supermercado?	a) qué b) AR verbs c) Vocabulary - items in supermarket
15. ¿Tienes una ficha para el teléfono?	a) Verb tener b) Use of ficha in Spain c) Use of para to express purpose
16. ¿Qué tienes que comprar para la fiesta?	a) Use of qué b) Idiom tener que + infinitive c) Use of para to express purpose
17. ¿Qué lleva Vd. cuando hace calor?	a) Use of qué b) AR verbs c) Weather expressions
18. ¿Usa Vd. impermeable cuando hace sol?	a) AR verbs b) Weather expressions
19. ¿Qué compra Vd. en una librería?	a) Use of qué b) Vocabulary - names of stores and articles sold in them
20. ¿Qué quiere Vd. comprar para la fiesta?	a) Use of qué b) Querer + infinitive c) Use of para d) Vocabulary - party foods and beverages
21. ¿A dónde va Vd. para comprar ...?	a) Use of a dónde b) Vocabulary - names of stores and articles sold in them
22. ¿Quién va de compras en su familia?	a) Use of quién, quiénes b) Verb ir c) Idiom ir de compras d) Possessive adjectives
23. ¿Cuántos ..... hay en la clase?	a) Use of cuántos, -as b) Numbers c) Use of hay
24. Si ... cuesta(n) ... pesetas, ¿cuánto cuesta(n) ...?	a) Numbers b) Stem changing verb costar c) Use of cuánto

NOTA BENE

In preparing these units around a specific theme, it has been necessary at times to use some structures which normally would be taught at a later time.
When you encounter these structures in the Developmental Questions, please note that they are to be taught in context only and only as needed in the particular situation. They will be thoroughly treated at the appropriate time.

GRAMMATICAL STRUCTURES

Level I has been divided into six culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures ro be developed within this thematic unit, basing his decision on those structures already mastered by his stxdents. The choice should be limited to those structures not yet mastered in the previous units.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles

   a) Definite and indefinite articles, singular and plural
   b) Contraction with a and de
   c) Omission with unmodified nouns of occupation

2. Numerals

   a) Cardinal numbers 1-1,000
   b) Use of uno)(Para ir de la planta baja al segundo piso, uno usa ...)

3. Nouns

   a) Number and gender
   b) Used as adjectives with de (i.e. de seda, de algodón)

4. Adjectives

   a) Number and gender
   b) Agreement
   c) Position following the noun
   d) Limiting adjectives (numbers, otro, mucho, poco)
   e) Exclamatory and interrogative qué
   f) Possessive adjectives (mi, tu, su, etc.)
   g) Shortened forms of bueno, malo, primero, uno, tercero

5. Interrogatives

dónde, a dónde, cuánto, qué, cuál, quién, de qué, por qué, cuándo

6. Verb Structures

a) Present tense of regular verbs in three conjugations
b) Present tense of irregular verbs: estar, hacer, ir, querer, tener, ver, dar, oír, saber, salir, traer, venir
c) Preterite of regular verbs
d) Use of ser and estar
e) Use of hay and había
f) Complementary infinitive (with desear, querer, saber, necesitar)
g) Ir a to express near future
h) Para + infinitive in response to para que?
i) ¿Te gusta(n)? ¿Le gusta(n) a Vd.? Me gusta(n) followed by noun and infinitive
j) Stem changing verbs preferir and costar

7. Adverbs

a) más, menos
b) mejor, peor

8. Pronouns

a) Indirect object pronouns used in expressions such as me gusta, le queda

READING

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Introduce and drill clothing vocabulary using various forms of realia:
   a. magazine clippings, preferably from Spanish fashion magazines to give clothing the look of fashion in contemporary Spain.
   b. overhead projector transparencies
   c. bring in actual items of clothing
   d. pictures created by students
   e. sketches on the board
   f. puppets and/or marionettes

2. Ask students to describe what they are wearing, using colors and other adjectives such as bonito, largo, corto. Students may enjoy describing what fellow classmates are wearing.

3. Collect from magazines (or have students bring in) colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.

4. Have students read variations of a basic "shopping" dialogue, substituting different colors, clothing articles, sizes and prices.

5. Role-playing: Have students act out various scenes in a Spanish department store. Use props and money. Some possibilities are:
   a. going shopping for a birthday gift
   b. trying to get service in a crowded store during the holiday rush
   c. making up one's mind about which outfit to buy, to the dismay of the dependiente
   d. trying too hard to make a sale
   e. window-shopping
   f. television commercial
   g. exchanging an article of clothing

6. Students will bring in, show and describe to the class, clothing ads from Spanish publications containing familiar words and expressions. Students can then create their own ads in Spanish using familiar vocabulary.

7. Games
   a. ¿Quién lleva ...? Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

   b. Money transaction game. The teacher says "La blusa cuesta noventa pesetas. Yo doy cien pesetas al dependiente. Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

8. Bulletin Boards
   a. Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

El (ella) se llama ...
El (ella) tiene ..... años.
El (ella) lleva .....,) articles of clothing with descriptions
.....)
y .....)

Encourage students to use their imagination. They might want to design them as "Wanted" (Se busca) posters, with a reward for the capture of the character described.

b. Design a bulletin board to look like the escaparate of a Spanish department store or boutique. Include prices and other relevant information.

9. Have students make up a shopping list for a day at an almacén.

10. Have students write a guided composition using the following questions as suggestions for content:

¿Qué va Vd. a comprar?
¿Por qué?
¿Cuánto dinero quiere Vd. gastar?
¿A dónde va Vd. para comprar ...?
¿Es una tienda grande o pequeña?
¿En qué piso se halla ...?
¿Cuánto cuesta (vale) ...?

As a listening-writing exercise, the teacher could give these questions orally, and allow time for the students to write the appropriate statement.

ENRICHMENT

1. Discuss with students the cultural implications of the following proverbs and sayings:

a) El hábito hace al monje.
b) Todo lo que reluce no es de oro.
c) La ropa sucia se lava en la casa.

2. Have students plan a seasonal wardrobe.

3. Audio-Visual aids

a. Film available through BAVI

De compras (Juan y María Series) 1 reel, 11 minutes, color. Juan and Maria go shopping in a department store where many varied items are available. They also visit a modern market for meat, vegetables and fruit.

4. Create songs based on Spanish melodies. For example: Based on La Cucaracha

(coro)
La ropa tuya
la ropa tuya
Ya no la puedes usar
porque es chica
ya no te queda
Tienes que adelgazar.

Una cosa me da risa
Tu barriga en la camisa
Dos helados en el almuerzo
No te hace ver esbelto

coro

Otra cosa me da risa
Tu abrigo en la brisa
Ya no cierran los botones
Tendrás gran frío en los pulmones

(Encourage students to add verses)

SUGGESTIONS FOR TESTING

1. Picture test (requiring oral or written answers)
   a. Cierto/Falso
   b. ¿Qué es esto?
   c. ¿De qué color .....?
   d. Multiple choice (visual cue with printed options)
   e. Deme el número en español.

2. Oral questions requiring oral answers.
   Una blusa cuesta noventa pesetas, ¿cuánto cuestan tres blusas?

3. Oral questions requiring short written answers. (Example: Quien soy yo?)
   a. Yo llevo una falda. (Yo soy) muchacho muchacha
   b. Yo llevo una corbata de seda. (Yo soy) muchacho muchacha

4. Oral or written statements to test specific vocabulary and general comprehension.
   a. Cierto/Falso
   b. Questions: ¿Qué lleva Vd. cuando llueve?
   c. Multiple Choice. Yo llevo ... en la cabeza.
      a. zapatos negros
      b. guantes
      c. un sombrero de paja
      d. una corbata

   d. ¿A quién habla Vd.?
      Teacher gives a line of conversation, asking students to indicate to whom it is addressed.
      For example: La ropa es muy cara. No debemos entrar en esta tienda.
      a. al dependiente
      b. a un(a) amigo(a)

5. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.

6. Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

7. Cued response test.
   Model: Cuando llueve llevamos impermeable.
   Teacher: (Cuando hace frío)
   Student: Cuando hace frío llevamos abrigo.

8. Sentence expansion (oral or written) by addition of adjective to test adjective placement and/or agreement.
   Es un sombrero.(rojo) Es un sombrero rojo.

9. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

SITUATIONAL THEME: SPANISH, LEVEL I

THEME NO. 5: ¡A JUGAR!

RATIONALE:

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

BASIC OBJECTIVES OF THIS UNIT

1. To familiarize the students with the necessary Spanish vocabulary and expressions (as indicated in the vocabulary section) to enable them to enjoy both participatory and spectator sports in a Spanish-speaking country.

2. To acquaint students with three sports that are popular in Spanish-speaking countries.

3. To familiarize students with the most popular sports and to compare them to popular American sports.

4. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innivative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example: students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topic to be treated in this unit is:

SPORTS

The Spanish-speaking peoples enjoy both participatory and spectator sports.

The three principal sports that the Spanish-speaking peoples enjoy are:

1. LA CORRIDA DE TOROS. This is primarily a spectator sport that the Spanish-speaking people enjoy on Sunday afternoons at four o'clock.

It is the only activity that traditionally begins on time. The seating area of the stadium, la plaza de toros, is divided into two sections, sol and sombra. The price of tickets varies according to the location of the seat: seats in sombra are more expensive than those in sol. It is primarily a spectator sport in which the audience enjoys watching the matador show his courage and skill in killing the bulls. The bull fight is divided into phases (suertes). The music of a band indicates the transition from one suerte to another.

To celebrate LA FIESTA DE SAN FERMIN, each year the youth of Pamplona, a town in northern Spain, get their chance to be toreros as the bulls are driven to the bullring through the streets of the town. Tourists flock to the town of Pamplona to join the Spaniards in the "running of the bulls" which begins at noon on July 6th. Ernest Hemingway has written about this famous festival in his novel "The Sun Also Rises."

2. EL JAI-ALAI. This sport originated in the Basque provinces of Spain. It is similar to handball but it is played on a three-sided court known as el frontón. The players use a hard ball, pelota, and a long and narrow basket, la cesta. La cesta is strapped to the player's wrist.

3. EL FÚTBOL. El fútbol is known to Americans as "soccer." This sport is popular both for participants and spectators. In this sport the players may not touch the ball with their hands. They use their feet, shoulders and head to hit the ball. The players do not wear the elaborate protective uniforms that American football players wear.

Spanish-speaking audiences are always very enthusiastic fans. They readily show their approval or disapproval of the player's skill. This is done by applause when the performance is good, or by whistling when they disapprove of the player's actions.

SUGGESTED VOCABULARY AND USEFUL EXPRESSIONS

el ajedrez
el deporte
el equipo
el jugador
el partido
el balompié
el béisbol
el fútbol
el futbolista
el jai-alai
el tenis
la natación
nadar
el agua
la piscina
la playa
el río
el mar
la pesca
la caza
la carrera
la bicicleta
el juego
las cartas
los naipes
la corrida
la cuadrilla
el matador
el torero
el picador
la banderilla
el caballo
el toro
el público

alegre
alto
ancho
bajo
bonito
bueno
cansado
corto
débil
estrecho
feliz
feo
fuerte
grande
hermoso
importante
inteligente
joven
largo
malo
mayor
menor
moreno
nuevo
pequeno
perezoso
pobre
rico
simpático
triste
viejo

la radio
el periódico
la revista
el programa
la película
la televisión

Family and Friends - See Unit I, Getting to Know You

bien
el dolor
el dolor de cabeza
la enfermedad
enfermo
el resfriado
la salud
el aire
el campo
el cielo
la montaña
el monte
la nube
el sol
la tierra
el otoño
el invierno
la primavera
el verano
la estación
el brazo
la cabeza
el estadio
el cuerpo
el dedo
derecho
izquierdo
la mano
el pie
la pierna
anoche
el año
ayer
el día
la fecha
la hora
hoy
mañana

la medianoche
el mediodía
el mes
el minuto
la noche
la semana
domingo
lunes
martes
miércoles
jueves
viernes
sábado
tarde
la tarde
temprano
el calor
fresco
el frío
la lluvia
la neblina
la nieve
el paraguas
el tiempo
el viento
llueve (está lloviendo)
nieva (está nevando)
ahora
antes (de)
después (de)
luego
nunca
pronto
siempre
en
entre
lejos (de)
sobre
abajo
allí
aquí
arriba
cerca (de)
debajo (de)
delante (de)
detrás (de)
donde
aplaudir
coger
correr
ganar
gritar
jugar
lanzar
mirar
patinar
perder
silbar
tirar
a la derecha
a la izquierda
a la vez
a tiempo
al aire libre
creer que sí (no)
¿Cuál es la fecha...?
dar palmadas
dar gritos (voces)
de día
de noche
de nuevo
de vez en cuando
en lugar (vez) de
en punto
en seguida
estar de pie
es verdad
gozar de (present tense)
guardar cama
hacer buen (mal) tiempo
hacer frío (calor, viento)
hay (había)
hay que + inf. (había que + inf.)
Hoy es...
junto a
la semana próxima (que viene, pasada)
más tarde
montar a caballo
muchas veces
ocho días
otra vez
pasado mañana
pensar + inf.
pocas veces
poco a poco
por eso
por la mañana (tarde, noche)
prestar atención

quince días
saber + inf.
ser aficionado a
ser hora de + inf.
tal vez
tener (mucho) calor (frío)
tener ganas de
tener lugar
todas las semanas
todo el mundo
todos los días
tratar de + inf.

DEVELOPMENTAL QUESTIONS

Question	Grammatical and Cultural Reference
1. ¿Qué necesitas para jugar al _____?	a. Jugar - presente b. Jugar a
2. ¿En qué estación jugamos al béisbol? (fútbol, básquetbol, tenis?)	a. Vocabulario de estaciones b. Vocabulario de deportes
3. ¿En qué estación vamos a la playa?	a. Verbo ir - presente irregular b. Vocabulario de estaciones
4. ¿En qué estación vamos a nadar?	a. Ir - verbo irregular b. Ir a + infinitivo
5. ¿Para qué usamos un traje de baño? (una pelota? los naipes?)	a. Para que - interrogativo
6. ¿Cuál es el escor?	a. Cuál - interrogativo
7. ¿Cuáles son dos cosas que usamos para jugar al jai-alai?	a. Cuál (es) - interrogativo b. Cultura - el jai-alai
8. ¿Cuál es su deporte favorito? " " " equipo preferido de_____?	a. Cuál - interrogativo b. Adjetivos posesivos
9. ¿Cómo se llama el matador? " " " el jugador?	a. Modismo - ¿Cómo se llama _____?

10. ¿A qué hora terminó el partido? ¿" " " " la corrida?	a. Pretérito - verbos regulares b. Repaso de la hora c. Repaso de números
11. ¿A qué hora principia la corrida? ¿" " " " el partido?	a. Repaso de la hora b. Repaso de verbos regulares - presente
12. ¿A qué hora regresaste a casa?	a. Pretérito - verbos regulares b. Repaso de la hora c. Modismo - a casa
13. ¿Quién va a ganar el partido?	a. Ir a + complementary infinitive to express near future b. Repaso de ir c. Quién - interrogativo
14. ¿Quién ganó el partido? ¿Quiénes ganaron el partido?	a. Pretérito - verbos regulares b. Quien - interrogativo (singular y plural)
15. ¿Con quién vas a la corrida?	a. Ir - presente b. Con quién(es) - interrogativo
16. ¿Dónde quieres sentarte, en sol o en sombra?	a. Dónde - interrogativo b. Querer - verbo irregular c. Infinitivo complementario con querer d. Cultura - corrida de toros; sentarse en sol o sombra
17. ¿Dónde está la salida?	a. Dónde - interrogativo b. Estar - locación
18. ¿Dónde jugamos al jai-alai?	a. Dónde - interrogativo b. Jugar - presente c. Cultura - el frontón
19. ¿Adónde va Ud. (vas) para nadar? (jugar al béisbol? ver una corrida de toros?)	a. Adónde - interrogativo b. Preposición para + infinitiv c. Cultura - la plaza de toros d. Ir - presente e. Vocabulario - deportes
20. ¿Cuándo usamos un traje de baño?	a. Cuándo - interrogativo b. Verbos regulares - presente c. Vocabulario - estaciones; deportes d. Verbos irregulares - ir e. Ir a + infinitivo

21. ¿Cuándo vio Ud. su primer partido de _____? (primera corrida de toros)	a. Cuándo - interrogativo b. Pretérito - verbos regulares c. Shortening of adjectives - primero, tercero, bueno, malo d. Adjetivos posesivos e. Hace + tiene (meaning ago)
22. ¿Cuántas personas hay en un equipo de _____?	a. Cuánto (a, os, as) - interrogativo b. Hay c. Números cardenales
23. ¿Cuántos puntos tiene el otro partido?	a. Cuánto (a, os, as) - interrogativo b. Tener - presente c. otro
24. ¿Cuánto vale la entrada?	a. Cuánto (a, os, as) - interrogativo b. Modismo - ¿Cuánto vale?
25. ¿Cuántos boletos compraste?	a. Cuánto (a, os, as) - interrogativo b. Pretérito - verbos regulares c. Números cardenales
26. ¿Le gusta el fútbol?	a. Te gusta(n)? b. Le gusta(n) a Ud.? followed by infinitive and/or noun
27. ¿Quieres jugar al tenis?	a. Querer - presente b. Querer + infinitivo complementario c. Jugar a d. a + el
28. ¿Quiere Ud. ir a la corrida? " " " al partido de _____?	a. Querer - presente b. Querer + infinitivo complementario c. a + el
29. ¿Sabe Ud. jugar al _____?	a. Saber - presente b. Saber + infinitivo complementario c. Jugar a
30. ¿Eres aficionado al fútbol?	a. Ser - presente b. Modismo - ser aficionado a c. a + el
31. ¿Es Ud. un buen futbolista?	a. Ser - presente b. Shortened form of adjectives (bueno, malo, primero, tercero, uno)

GRAMMATICAL STRUCTURES

Level I has been divided into eight culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the eight units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles

   a. Review of definite and indefinite articles, singular and plural
   b. Contraction with a and de
   c. Review of use with days and seasons
   d. Review of use with days and dates to express on
   e. Review omission with unmodified nouns of nationality, occupation

2. Numerals

   a. Review of cardinal numbers - 1-1000

3. Nouns

   a. Review of number, gender
   b. un jugador de béisbol, fútbol, etc.

4. Adjectives

   a. Number and gender
   b. Simple agreement
   c. Position following the noun
   d. Common limiting adjectives (numbers, otro, mucho, poco)
   e. Exclamatory and interrogative "qué"
   f. Possessive adjectives (mi, tu, su, etc.)
   g. Shortened form of bueno, malo, primero, uno, tercero

5. Interrogatives

   Review of cómo, cuándo, dónde, (adónde), por qué, para qué, cuál, quién, (a quién, de quién), cuánto, que)

6. Verb Structures

   a. Present tense of regular verbs in three conjugations
   b. Present tense of irregular verbs: estar, hacer, ir, querer, tener, ver, dar, oír, saber, salir, traer, venir
   c. Preterite of regular verbs
   d. Uses of ser and estar
   e. Use of hay and había
   f. Complementary infinitive (with desear, querer, saber, necesitar)
   g. Ir a to express near future
   h. Para + infinitive in response to para qué?
   i. ¿Te gusta(n)? ¿Le gusta(n) a Ud.? Me gusta(n), followed by a noun and infinitive

7. Telling Time

   a. Son las dos
   b. a las dos (en punto)

READING

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Ask students to tell what their favorite sport (team) is.
2. Ask students to tell which sport(s) they enjoy playing most.
3. Have students dramatize purchasing tickets to a bull fight, football game, etc.
4. Have students prepare a newscast reporting the results of a game.
5. Have students dramatize an interview with a famous athlete or bullfighter using the developmental questions.
6. Have students call a friend on the telephone to invite him to a sports activity or event. (The "tele-trainers" from the Telephone Company can be used to provide realism in developing this activity.)
7. Have students select from newspapers or magazines pictures dealing with sports. They may then describe each picture.
8. Have students nominate a candidate for "Athlete of the Year." The class will select the winner based on the presentation made by each student.
9. Have students form teams to play a particular sport. The foreign language should be the means of communication.
10. Have students write a fan letter in Spanish to their favorite athlete.

ENRICHMENT ACTIVITIES

1. Use the following suggested films from BAVI:

   El Recreo (Juan y María Series); 1 reel, 11 minutes, color. Spanish language film which shows sports and recreation enjoyed by teenagers in Mexico. Includes some scenes of fiestas, soccer, baseball, frontones, swimming.

   La Vida Urbana, 1 reel, 10 minutes, color. Scenes of urban life, views of Mexico City streets, Palacio de Bellas Artes, and ancient Mercado de Lagunilla. We visit a modern co-educational school, audit a class, and attend a game of basquetbol. (Levels I and II.)

2. Prepare a bulletin board of pictures dealing with sports.

3. Have students describe realia dealing with sports.

4. Use commercial games dealing with sports that are available in toy stores.

5. Play the music that is played at the bull fight to familiarize the students with the various suertes of the bull fight.

TESTING

Testing procedures should involve the four skills of language learning. Many of the suggested testing procedures listed below can be used in testing the skills of listening comprehension, speaking, reading and writing. Tests should be criterion-referenced instruments that stress and measure mastery of the vocabulary and expressions presented within the cultural context of the unit.

1. Picture test (rexographed sheet, transparency projection or model)

   a. Cierto o Falso
   b. ¿Qué es esto?
   c. ¿Qué deporte es?
   d. ¿Dónde estamos?

2. Oral questions requiring oral answers.

3. Oral questions requiring written answers.

4. Oral or written questions to test vocabulary:

   En la corrida de toros, ¿dónde quiere Vd. sentarse?
   ¿Cuál es su deporte favorito?

5. The teacher or a student reads a line of dialogue and students give the appropriate oral or written rejoinders.

6. Picture Stimulus Test. Students select pictures and prepare written sentences to describe them.

7. Cued Response Test.

   Model: (En el verano) nosotros jugamos al (béisbol).
   Teacher: (En el otoño)
   Student: En el otoño nosotros jugamos al fútbol.

   Model: Para ver una corrida de toros vamos a la plaza de toros.
   Teacher: (un partido de fútbol)
   Student: Para ver un partido de fútbol, vamos al estadio.

8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Spanish Level I
Theme No. 6: ASÍ SE GANA LA VIDA

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is the first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to talk about possible careers and their career plans for the future.

    a. To acquaint students with the variety of professions and occupations that exist.
    b. To enable the student to read and understand the classified advertisements.
    c. To enable the student to write a letter of application for a position.
    d. To enable the student to arrange for an interview over the telephone.
    e. To enable the student to fill out an application for a job.
    f. To enable the student to participate in an interview for a job.
    g. To enable the student to discuss particular careers and the duties related to these careers.
    h. To acquaint students with thos occupations or careers that are peculiar to Spanish life.

2. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

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It is also suggested that the teacher include simple songs and poems related to the situational themes.

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The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Occupations and professions are generally similar to those in our own culture, i.e. doctor, lawyer, teacher, secretary, accountant, bank teller, salesperson, cook, waiter, shop owner, etc. A knowledge of a foreign language will be of inestimable value in any field.

2. Those professions and occupations that are peculiar to Spanish life are:

   The sereno serves as a type of "night patrol". He carries the keys to all the houses and unlocks the door for those who return late at night without their keys. In return he receives a tip (propina). The sereno also usually announces the hour: ¡Las tres y sereno! Hence, his title. He usually responds to a loud handclap by the person requiring his assistance.

   The aguador is a familiar figure in the small towns in the arid regions. He carries water through the streets in large earthen jugs.(botijas) and sells the cool water to the inhabitants of the town.

   The guardia civil is a federal policeman. He wears a black patent leather hat. They represent strict law enforcement.

   The pordiosero is a beggar who asks for alms in the name of God.

   The conductor is a familiar sight on all public transportation. He accompanies the bus or trolley driver and it is he who collects the fare from the passenger and gives him a receipt. Passengers enter buses and trollies through the rear door and exit through the front door of the vehicle.

   The "lottery-vendor" stands on street corners and walks along busy streets selling lottery tickets. His announcements include the value of the premio gordo, and remarks about the purchaser's good fortune.

   Professionals such as doctors, dentists, lawyers, architects, etc. advertise their services in newspapers and magazines.

   Students are admitted into the university on the basis of an examination. For those young people who are not admitted into the university there are technical schools that prepare them for a large variety of occupations.

Vocabulary and Useful Expressions

la profesión	emplear	ganarse la vida
el empleo	trabajar	llegar a ser
el trabajo	contratar	hacerse
la ocupación	despedir	meterse
el oficio	solicitar	
el maestro	enseñar	hacer preguntas
el profesor	escribir	
el estudiante	aprender	
el alumno	estudiar	
el director	contestar	
la lección	responder	
el escritor	leer	
la novela		
el poeta		
el poema		
la poesía		
el doctor	examinar	
el médico	consultar	
el cuerpo	abrir	
la lengua	cerrar	
la boca	sacar	
la temperatura		
la fiebre		
la enfermera		
el hospital		
la cama		
el dentista		
el diente		
la muela		
la oficina		
el abogado	juzgar	
el policía	arrestar	
la policía	tomar preso	
el juez		
la corte		
la ley		
la justicia		
la cárcel		
la prisión		
el científico		
la ciencia		

el periodista
el periódico
la revista
el artículo
la noticia

el arquitecto
el ingeniero
el mecánico
el carpintero
el plomero
el electricista
la madera
el martillo
el tornillo
el destornillador
el foco
la bombilla
la electricidad
el tubo

arreglar
reparar
romper

el sacerdote
el cura
la monja
la iglesia
la religión
la sinagoga
el rabí

rezar

dar limosna

el ejército
el general
el capitán
el sargento
el soldado
el piloto
el cabo
el teniente

luchar
combatir
pelear
volar
andar
marchar

inscribirse en

el artista
el pintor
el actor

la actriz
la función
el teatro
la pintura
el público
el bailarín
la bailarina
el baile

pintar
actuar
bailar
aplaudir

hacer el papel de

el fotógrafo — modelar
el modelo
(la modelo)
la cámara
la fotografía

el deportista — jugar
el juego
el partido

el secretario — escribir a máquina
el mecanógrafo
el taquígrafo
la máquina de escribir

el costurero — coser
el sastre — vender
el modista — comprar
la moda — pagar
el dependiente
el dueño
la tienda
el gerente
el jefe
el comercio
el comerciante
el hombre de negocios

el cocinero — cocinar
el mesero
el mozo
el camarero
el restaurante
la propina

el barbero — cortar
el peluquero — peinar
el peine — afeitar
el cepillo
las tijeras
la navaja
el cliente
el salón de belleza
el corte (de pelo)
el pelo
el cabello

el banquero
el banco
el cartero
la carta
el zapatero
la zapatería
los zapatos
el carnicero
la carnicería
la carne
el panadero
la panadería
el pan
el lechero
la lechería
la leche
el frutero
la frutería
la fruta

el coche
el chófer

el vendedor

el criado

el mendigo
el pordiosero

conducir
manejar

limpiar
lavar
sacudir
barrer

pedir limosna

Developmental Questions

Questions	Grammatical and/or Cultural References
1. ¿Es Ud. médico? ¿Es Ud. un buen médico?	1. a. Verb ser b. Omission of article with unmodified nouns of occupation
2. ¿Dónde trabaja un dependiente?	2. a. Use of dónde b. AR verbs
3. ¿Cuánto gana un contador?	3. a. Use of cuánto b. AR verbs c. Cardinal numbers 1-1000
4. ¿Qué hace un pintor?	4. a. Verb hacer b. Use of qué
5. ¿Quién prepara el pan? (El panadero lo prepara.)	5. a. Use of quién b. AR verbs c. Direct object pronouns
6. ¿Qué quiere Ud. llegar a ser?	6. a. Verb querer b. Idiom llegar a ser c. Use of qué
7. ¿Quién trabaja en una peluquería?	7. a. Use of quién b. AR verbs
8. Si quiero construir una casa, ¿adónde voy?	8. a. querer + infinitive b. Use of adónde c. IR verbs
9. ¿Quién usa un martillo y madera en su trabajo?	9. a. Use of quién b. AR verbs c. Possessive adjectives
10. ¿Quién vende un billete de la loteria?	10. a. Use of quién b. ER verbs
11. ¿Quién trabaja en el ejercito?	11. a. Use of quién b. AR verbs
12. ¿Quién abre las puertas de las casas por la noche?	12. a. Use of quién b. IR verbs c. Idiom por la noche d. Culture: el sereno

13. Me duele la muela, ¿a quién debo visitar?	13. a. Indirect object pronouns b. Verb doler c. Use of a quién d. ER verbs e. deber + infinitive
14. ¿A qué hora entra el profesor en la escuela?	14. a. Telling time b. AR verbs c. entrar en + object
15. ¿Quiénes tocaron en el concierto anoche?	15. a. Use of quiénes b. AR verbs
16. ¿Hasta qué hora trabaja un dependiente?	16. a. Telling time b. AR verbs
17. ¿Dónde juega el beisbolista?	17. a. Use of dónde b. Verb jugar
18. ¿Para qué vas al barbero?	18. a. Use of para qué b. Verb ir
19. ¿Quién vende agua en la calle?	19. a. Use of quién b. ER verbs c. Culture: el aguador
20. ¿Dónde halla Ud. avisos de empleo?	20. a. Use of dónde b. AR verbs
21. ¿Quién pide limosna en la calle?	21. a. Use of quién b. Idiom pedir limosna
22. ¿Qué pide el pordiosero?	22. a. Use of qué b. Verb pedir c. Culture: el pordiosero
23. ¿A quién llama Ud. cuando la luz no funciona?	23. a. Use of a quién b. AR verbs
24. Quién trabaja en el teatro (el cine?)	24. a. Use of quién b. AR verbs
25. ¿Cómo se gana la vida tu padre?	25. a. Use of cómo b. Idiom ganarse la vida c. Possessive adjectives
26. ¿Por qué vas a ver al médico?	26. a. Use of por qué and porque b. ir a + infinitive c. a + el = al

Grammatical Structures

Level I has been divided into six culturally oriented units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Spanish at all times.

1. Articles

   a. Definite and indefinite articles, singular and plural
   b. Contraction with a and de
   c. Omission with unmodified nouns of occupation
   d. Use with modified nouns

2. Numerals

   a. Cardinal numbers 1-1000
   b. Telling time

3. Nouns

   a. Number
   b. Gender

4. Pronouns

   a. Subject
   b. Direct object

5. Adjectives

   a. Number and gender
   b. Agreement
   c. Position following the noun
   d. Limiting adjectives (numbers, otro, mucho, poco)
   e. Exclamatory and interrogative que
   f. Possessive adjectives (mi, tu, su, etc.)
   g. Shortened forms of bueno, malo, primero, uno, tercero

6. Interrogatives

   dónde, adónde, cuánto, qué, cuál, quién, de qué, por qué, para qué, cuándo

7. Verb Structures

   a. Present tense of regular verbs in three conjugations
   b. Present tense of irregular verbs: ser, querer, jugar, pedir, hacer, ir, tener, ver
   c. Preterite of regular verbs
   d. Use of ser and estar
   e. Complementary infinitive (with desear, querer, saber, necesitar)
   f. Ir a to express near future
   g. Para + infinitive in response to para que?
   h. Stem-changing verbs doler, jugar, pedir, cerrar

8. Adverbs

   a. más, menos
   b. mejor, peor

Reading

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Suggested Procedures

1. Introduce and drill vocabulary on careers using various forms of realia:

   a. magazine clippings, preferably from Spanish magazines, that show people in different occupations
   b. advertisements from the classified section of a Spanish newspaper or magazine
   c. use the collection of dolls or puppets available through Stocked Supplies, Bureau of Supplies, that show different professions
   d. pictures created by students

2. Have students prepare a riddle which describes their parents' profession. Their classmates will have to guess the profession.

3. Elicit from students their career aspirations.

4. Have students bring in pictures from magazines or newspapers of people in different occupations. Have the students describe the person's occupation.

5. Have the students read classified ads from Spanish newspapers and magazines.

6. Have the students complete an application for a job.

7. Have the students write a letter in response to a classified ad.

8. Role-Playing: . Have students act out various scenes dealing with career opportunities:

   a. Discussing career aspirations with a friend, parent, teacher
   b. Calling for an interview for a job
   c. An interview for a job

9. Games

   a. ¿Cuál es mi profesión? Students have to guess, by means of questioning, the profession of a classmate.

   b. Career Bingo - Have students create graphic bingo boards dealing with different professions. The cues can be either the matching it to the graphic.

10. Bulletin Boards

   a. Have students bring in pictures illustrative of different occupations and professions. The pictures can be labeled with the appropriate profession.

   b. Have students create their own "Help Wanted" (Se Solicita) bulletin board, similar to those found in community stores and centers.

   c. Have students create a bulletin board display of professions that can be enhanced by a knowledge of Spanish, i.e. policeman, doctor, nurse, social worker, newspaper reporter, etc.

Enrichment

1. Discuss with students the cultural implications and meanings of the following proverbs and sayings:
   "Si uno trabaja para vivir, no hay que matarse trabajando."
   "El trabajo no mata a nadie."

2. Have students plan a career goal for themselves.

3. Have students solicit printed information dealing with job and career opportunities for people with foreign language competence.

4. Tongue twisters can be used to improve the pupils' pronunciation.

"Pedro Pablo Pérez Pita,
pintor perfecto,
pinta paisajes preciosos
para personas pudientes
para poder partir
para París.

5. Publications giving information on vocational opportunities

a. For careers outside the U.S. for people with foreign language ability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

b. Directory of American Firms Operating in Foreign Countries:

World Trade Academy Press, Inc.
50 East 42nd Street
New York, New York 10017

c. Careers in World Affairs prepared by the Foreign Policy Association, World Affairs Center, and published by Intercom:

345 East 46th Street
New York, New York 10017

d. Department of Labor prepares an annual "Occupational Outlook Handbook" which is priced at $5.00 per copy. Reprints are issued from the Handbook. Cost of complete set of reprints (115) is $9.65.

The Bureau of Labor Statistics
219 South Dearborn Street
Chicago, Illinois 60604

The reports are valuable in that they give an overall view of employment possibilities with specific names and addresses. Under the heading, Managers and Assistants, in the reprint "Employment Outlook in Hotel Occupations", there is a statement advising students planning to enter the field to study languages and other subjects of cultural value such as history, philosophy and literature.

e. Vocational Opportunities for Foreign Language Students by Gilbert C. Kettelkamp, published by:

Modern Language Association
Materials Center
62 Fifth Avenue
New York, New York 10011

Suggestions for Testing

1. Picture test (requiring oral or written answers)

   a. Cierto/Falso
   b. ¿Quién es?
   c. ¿Cómo se gana la vida?
   d. Multiple Choice (visual cue with printed options)
   e. Deme la profesión en español.

2. Oral questions requiring oral answers.

   Juan García trabaja en una peluquería. Corta el pelo a los hombres.
   ¿Cuál es su profesion?

3. Oral questions requiring short written answers (Ex. ¿Quién soy yo?)

   a. Llevo las cartas a su casa.
   b. Vendo carne.

4. Oral or written statements to test specific vocabulary and general comprehension.

   a. Cierto/Falso
   b. Questions: Quién enseña a la clase?
   c. Multiple Choice: -------- cura a los enfermos.

      1) el profesor
      2) el secretario
      3) el abogado
      4) el médico

5. ¿Quién habla?

   Teacher gives a line of conversation, asking students to identify the profession of the person speaking:

   e.g. Ahora el coche anda bien.
      a. el doctor
      b. el mecánico

6. The teacher or a student reads a line of a dialogue and students give an appropriate oral or written rejoinder.

7. Cued response test.

   Model: Cuando no estoy bien, consulto al médico.
   Teacher: (Cuando me duele una muela)
   Student: Cuando me duele una muela, consulto al dentista.

8. Sentence expansion (oral or written) by addition of adjective to test adjective placement and/or agreement.

   Es alumno. (bueno) - Es un alumno bueno.

9. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

GRAMMATICAL STRUCTURES

IN

SPANISH

Levels I-III

GRAMMATICAL STRUCTURES

I. ARTICLES

A. Definite, singular and plural
B. Indefinite, singular and plural
C. Contraction with a and de
D. Use and omission with titles: señor
Use with nouns such as: la calle 42, la escuela superior
E. Use with languages, days, seasons, meals
F. Omission with languages after hablar, de, en, and after ser with days
G. Use with days and dates to express on
H. Omission with unmodified nouns of nationality, occupation and class

II. NUMERALS

Cardinals 1 to 100

III. NOUNS

A. Number
B. Gender
C. Use of de for possession
D. Use of personal a

IV. PRONOUNS

Subject: Note - For "you" in the plural, use Uds. Delay reference to vosotros until it is needed in reading.

V. ADJECTIVES

A. Number and gender
B. Simple agreement
C. Position following the noun
D. Common limiting adjectives such as: numbers and otro, mucho, poco, mismo, todo, bastante, demasiado
E. Exclamatory and interrogative "que"

VI. INTERROGATIVES

Interrogatives such as: cómo, cuándo, dónde, (adónde), por qué, cuál, quién (a quién, de quién), cuánto, que

VII. NEGATIVES

A. Placement of "no"
B. Distinction between no meaning English "no" and "not" : No, yo no voy.

VIII. QUESTION FORMATION

A. Inverted order
B. Tag questions such as ¿verdad? ¿no es verdad? ¿no?

IX. VERB STRUCTURES

A. Present tense of regular verbs of the three conjugations
B. Present tense of irregular verbs: decir, estar, hacer, ir, ser, tener, ver
C. Use of hay and había

X. TELLING TIME

Son las dos; a las dos, etc.

SPANISH LEVEL I - SECOND HALF

GRAMMATICAL STRUCTURES

I. NUMERALS

A. Cardinals 101 to 1000
B. Ordinals 1st to 10th
C. Cardinals used for ordinals above 10th

II. PRONOUNS

A. Direct object (The use of lo, los, as direct objects instead of le, les, is highly recommended for beginning students.)
B. Position of object pronoun with infinitive and present tense

III. ADJECTIVES

A. Possessives
B. Demonstratives
C. Short forms of bueno, malo, primero, tercero, ciento, uno

IV. NEGATIVES

Nada, nadie, nunca

V. VERB STRUCTURES

A. Present tense of the following irregular verbs: conocer, dar, oír, poder, poner, querer, saber, salir, traer, venir
B. Preterite of regular verbs
C. Principal uses of ser and estar; ser with predicate noun and possession; estar with location and health and the present participle; both with predicate adjective
D. Complementary infinitive (with poder, desear, querer, necesitar, deber, saber)
E. Ir a to express near future
F. Para + infinitive in response to: para que?
G. Te gusta(n)? Le gusta(n) a Ud.? Me gusta(n) , followed by noun and infinitive

SPANISH LEVEL II - FIRST HALF

GRAMMATICAL STRUCTURES

I. ARTICLES

A. Masculine article with nouns ending in -ma, -pa, -ta
B. Use with time expressions: la semana pasada; el año que viene
C. Use with common geographical terms as needed: la Habana, el Perú, etc.
D. Use with reflexive verbs to replace the possessive adjective with parts of the body and articles of clothing: Me lavo la cara. Se pone el sombrero.
E. Use with nouns of weight and measure: 50 pesetas el kilo; dos pesos la docena

II. NUMERALS

Cardinals through millions

III. NOUNS

Comparison of equality and inequality: tanto talento como; más dinero que

IV. PRONOUNS

A. Indirect object including redundand use : Le doy la plata a Pepe.
B. Prepositional: after common prepositions; with object pronouns for clarification and emphasis: Le escribió a él.
C. Indefinite: algo, alguien, todo

V. ADJECTIVES

A. Short forms of grande, alguno, ninguno, santo
B. Comparison of equality and inequality: tan inteligente como; más guapo que
C. Superlative including isimo: el mayor, la más delgada, hermosísimo

VI. ADVERBS

A. Formation with -mente and use in a series: clara y rápidamente
B. Comparison of equality and inequality: tanto como, mejor, más despacio que

VII. NEGATIVES

nada, nadie, nunca

VIII. VERB STRUCTURES

A. Irregular preterite of the following: caer, creer, dar, decir, estar, hacer, ir, leer, oír, poner, ser, tener, traer, venir

B. Imperfect, including irregulars: ser, ir, ver

C. Imperfect vs. Preterite

D. Reflexive verbs

E. Idiomatic use of hace + present tense and hace + preterite: Hace tres meses que no fumo. Nació hace muchos anos.

F. Gustar

G. Polite commands

SPANISH LEVEL II - SECOND HALF

GRAMMATICAL STRUCTURES

I. PRONOUNS

A. Demonstratives, including neuter forms: esto, eso, aquello

B. Relatives: que; quien(es) after preposition

II. VERB STRUCTURES

A. Future of regular and irregular verbs
Present Perfect

B. Present with future meaning: Te veo mañana.

→ C. Conditional of regular and irregular verbs (T. back to Lev. III)

D. Radical-changing verbs: almorzar, cerrar, dormir, entender, jugar, pedir, pensar, perder, recordar, sentir, servir, vestirse, volver, divertirse, reír, seguir

E. Orthographic-changing verbs in -car, -gar, -zar, -ger, -gir, -guir: almorzar, buscar, comenzar, empezar, jugar, llegar, escoger, dirigirse, distinguir, pagar, sacar, tocar

Note: Since these changes are reflected in spelling rather than in sound, they should be dealt with as they appear in writing.

F. Infinitive after prepositions: después de comer; sin hablar

G. Common verbs followed by a and de before infinitive, such as: Yo empiezo a trabajar. María trató de esquiar.

SPANISH LEVEL III - FIRST HALF

GRAMMATICAL STRUCTURES

I. ARTICLES

A. Use before nouns of a general or abstract sense: El tiempo es oro.

B. Use with infinitive to form verbal nouns: El estudiar es necesario.

C. The neuter form lo: lo bueno y lo malo; lo de siempre

II. NOUNS

Common diminutives and augmentatives: casita; Juanito; sillon

III. PRONOUNS

A. Possessive pronouns
B. Double object "

IV. ADJECTIVES

A. Common adjectives which change meaning with position, such as: grande, pobre

B. Possessive adjectives following ser and nouns: es mío, un amigo suyo

C. Past participle as adjective: La tienda está abierta. En boca cerrada no entran moscas.

V. NEGATIVES

Including ni . . . ni; ninguno; jamás; tampoco

VI. PREPOSITIONS

Uses of por and para, including:

1. para for purpose, destination and time: Estudian para aprender. Salieron para México. Este libro es para mí. Prepárelo para el lunes.

2. por for through, by (agent), for the sake of, exchange, and with simple time expressions: Caminaba por las calles. Es un libro escrito por Cervantes. Lo hago por mi mamá. Pago dos pesos por el libro. Estudian por la tarde.

SPANISH LEVEL III - FIRST HALF

GRAMMATICAL STRUCTURES

VII. VERB STRUCTURES

A. Formation and uses of Present Perfect and Pluperfect tenses of the indicative. NOTE: Other tenses for recognition only as encountered in reading.

B. Formation of Present Subjunctive and its use in noun clauses.

C. Reflexive "se" used for passive: se habla (español), se venden (zapatos), se dice, se sabe, se cree

D. Vosotros forms of verbs for recognition

VIII. CONJUNCTIONS

A. Pero vs. sino

B. Y and e; o and u

SPANISH LEVEL III - SECOND HALF

GRAMMATICAL STRUCTURES

I. PRONOUNS

A. Relative, including cuyo, el que, lo que and todo lo que

B. Demonstrative: éste . . . aquél = the former . . . the latter

II. ADJECTIVES

Comparison; translation of than (que; de lo que, etc.)

III. VERB STRUCTURES

A. Use of Present subjunctive in adverbial clauses

B. Form and use of imperfect subjunctive in noun and adverbial clauses

C. Conditional sentences, including contrary-to-fact in the simple tenses. Examples: Si tengo dinero, iré. Si tuviera dinero, iría.

D. Familiar singular commands - affirmative and negative

E. Passive voice: Puerto Rico fue descubierto por Colon.